



Integration of Livelihood Project in the Cookery Specialization and Entrepreneurship Skills Development among Grade 11-TVL Students

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Abstract

This study investigates the integration of livelihood projects in Cookery specialization and its impact on entrepreneurship skills development among Grade 11 students at General Mariano Alvarez Technical High School. The research aims to determine the relationship between integrating livelihood projects and enhancing entrepreneurial skills among Technical-Vocational-Livelihood (TVL) students. Specific objectives include assessing respondents' perceptions of project integration concerning planning, budgeting, production, and marketing; understanding their views on entrepreneurship skills development, focusing on innovation, resilience, communication, problem-solving, decision-making, and financial literacy. A descriptive correlational design is employed, and data is gathered from all 110 students across two sections using a survey instrument. Statistical analysis includes frequency-percentage distribution, mean, standard deviation, and Pearson correlation. Findings reveal that most parents are employed with a monthly income below 10,000 pesos. Participants perceive the livelihood project positively, noting improvements in planning, budgeting, production, and marketing skills. Additionally, they report enhanced entrepreneurship skills, including communication, problem-solving, and financial literacy. In conclusion, the study identifies a significant relationship between integration of livelihood project and entrepreneurship skills development.

Keywords

Livelihood project, Entrepreneurial skills development, Financial literacy

INTRODUCTION

Technological-Vocational Education and Training (TVET) broadly refers to intentional actions to promote learning that would increase people's productivity or simply their level of productivity in specified economic activity sectors like industries, occupations, or particular work tasks [1]. Technical and vocational education and training are crucial for enhancing youth and community well-being, boosting productivity, enabling people to become self-sufficient, and promoting entrepreneurship. Promotion of TVET as a promising curriculum for students seeking work after graduation is thus necessary [2]. However, most people hold preconceived notions about technical and vocational education and training (TVET) and consider it to be a lower level of education [3] [4].

One of the Senior High School project tracks offered by the K-12 Enhanced Basic Education project is Technical-Vocational-Livelihood (TVL). The TVL track was given less attention than the academic track even though it is more difficult than the academic track due to the resources and connections that are available. The cultural conditioning of parents for their children has always skewed toward the academic path since the establishment of the formal school system in the Philippines. Parents in the Philippines always budget for their kids' college expenses. Promoting students to enroll in technical-vocational projects has never been a popular idea. The Enhanced Basic Education Act of 2013 has, however, caused certain viewpoints to evolve over time.

For students pursuing a career in technology, financial troubles might be a serious barrier to their education. These students usually come from various socioeconomic backgrounds and experience a variety of financial difficulties that limit their capacity to devote themselves entirely to their training and studies. Their limited resources may be severely

strained by the price of tuition, textbooks, and other supplies [5]. A lot of TVL projects also call for practical training, which may come with extra costs for things like travel, accommodation, and supplies for in-person instruction [6]. Financial struggles might have a negative effect on students' academic performance and general well-being [7]. Burnout and a loss of focus on their studies might result from the strain of managing finances while balancing schoolwork and part-time work. This could then have an impact on their chances of successfully finishing the project and finding employment in their desired sectors following graduation.

For students in need, scholarships and financial aid projects are available, but they might not always cover all of their tuition costs. Furthermore, some students might not be aware of the available resources or run into administrative obstacles when trying to get financial aid [8]. Additionally, due to higher tuition costs and limited eligibility for financial aid, overseas students studying technological limited TVL technological-vocational-livelihood courses may experience even greater financial challenges [9].

Institutions of higher learning and decision-makers must collaborate to create extensive support systems to deal with these financial issues. This includes making need-based scholarships more widely available, setting up work-study projects, and providing financial literacy initiatives to assist students in properly managing their funds [10]. Additionally, collaborations with the business community can give students access to paid internships and cooperative education opportunities, lessening their financial load and improving their chances of finding employment [11].

This study aims to explore the idea of integrating livelihood projects in the Cookery specialization and to develop the entrepreneurial skills of the Grade 11 Cookery students. The results of the study are deemed significant to students as integrating livelihood projects into the curriculum can contribute significantly to their development of entrepreneurial skills. Moreover, the study is beneficial to the academe as it will assist them in formulating future policies and further development of TVL curriculum.

OBJECTIVES OF THE STUDY

The purpose of this study is to determine the relationship between the integration of livelihood project in the Cookery specialization and entrepreneurship skills development among Grade 11- TVL students.

The specific objectives of the study aims to understand the perception of respondents about the integration of livelihood project in terms of planning, budgeting, production, and marketing, as well as to know the perception of the respondents about the development of their entrepreneurship skills—innovation, resilience, effective communication, problem-solving, decision-making, and financial literacy. Moreover, the study specifically aims to determine the significant relationship between the integration of the livelihood project in the Cookery specialization to their entrepreneurship skills development.

METHODOLOGY

Research Design and Instrument

The study uses a quantitative approach and a descriptive correlational design. The respondents of the study are the students handled by the researcher. They are composed of 2 sections, with 55 students in each section. No sampling technique is applied since all the students in the two sections were considered the respondents of the study. The researcher used a survey as the primary research tool to gather participant data. Non-standardized survey questionnaires utilizing the Likert scale were utilized to gauge the responses

Data Collection and Statistical Treatment

The researcher proposed a "Kitchen to Market Livelihood Project" to bridge the gap between classroom learning and real-world application by empowering students with the skills and knowledge needed to turn their passion for cooking into a potential livelihood. The project involved writing a letter of request to the School Division Superintendent, forwarded a consent letter to the Principal and advisers, and providing a parent consent form to each respondent. The students were informed that their participation would be strictly confidential and used only for research purposes. After completing the project, students answered printed questionnaires validated and modified by experts in the field.

Various statistical measures were employed to treat data, including frequency-percentage distribution, mean, and standard deviation for descriptive questions. Pearson r was applied at the 0.05 level of significance to determine the significant relationship between the integration of a livelihood project in Cookery specialization gain and entrepreneurship skills development.

RESULTS AND DISCUSSION

Among the indicators, planning had the highest mean score of 4.46 (Integrated). This indicates that the planning aspect is integrated into the Cookery specialization. The high degree of integration of planning in modern livelihood projects reflects a strategic commitment to holistic and participatory approaches to promote inclusive and resilient livelihood opportunities for communities.

The overall mean score across all indicators is 4.20 (Integrated), indicating a high level of integration of livelihood projects into the Cookery specialization as perceived by the respondents. Most indicators fall within the "Integrated" range, suggesting that respondents perceive a significant level of integration into the Cookery specialization across all aspects measured.

Table 1 Summary of the perceptions on the integration of livelihood project in the Cookery specialization

Indicators	Mean	SD	VI
1. Planning	4.46	0.35	Integrated
2. Budgeting	4.15	0.36	Integrated
3. Production	4.14	0.37	Integrated
4. Marketing	4.04	0.40	Integrated
Overall	4.20	0.019	Integrated

Legend: 4.50-5.00 (Highly-Integrated) 3.50-4.49 (Integrated) 2.50-3.49 (Moderately-Integrated) 1.50-2.49 (Poorly-Integrated) 1.00-1.49 (Not-Integrated)

Table 2 Summary of the perceptions on the integration of livelihood project in the Cookery specialization

Indicators	Mean	SD	VI
1. Innovation	4.19	0.45	Developed
2. Resilience	4.15	0.43	Developed
3. Effective Communication	4.20	0.44	Developed
4. Problem-Solving	4.11	0.44	Developed
5. Decision-Making	4.20	0.46	Developed
6. Financial Literacy	4.24	0.37	Developed
Overall	4.18	0.029	Developed

Legend: 4.50-5.00 (Highly-Developed) 3.50-4.49 (Developed) 2.50-3.49 (Moderately-Developed) 1.50-2.49 (Poorly Developed) 1.00-1.49 (Not-Developed)

Financial literacy stands out as the highest-rated skill, with a mean score of 4.24 (Developed), indicating a developed level of proficiency in this area. Therefore, within the livelihood program, financial literacy prioritizes a strategic approach to equipping participants with the tools and competencies needed to achieve financial stability and upward mobility.

The overall mean score across all indicators is 4.18 (Developed), indicating a generally high level of development in entrepreneurship skills among the respondents. In this context, all indicators fall within the "Developed" range, suggesting that the respondents perceive a significant level of proficiency in entrepreneurship skills across the board.

Table 3 Relationship between the Integration of Livelihood Project and Entrepreneurship Skills Development

Integration of Livelihood Project	Entrepreneurship skills development					
	Innovation	Resilience	Effective Communication	Problem-Solving	Decision Making	Financial Literacy
Planning	.454**	.425**	.507**	.527**	.511**	.344**
Budgeting	.460**	.380**	.526**	.417**	.486**	.353**
Production	.523**	.467**	.580**	.492**	.470**	.283**
Marketing	.657**	.562**	.648**	.681**	.599**	.453**

** . Correlation is significant at the 0.01 level (2-tailed).

Through hands-on experience participating in livelihood projects, individuals can acquire valuable skills for launching and sustaining successful businesses in the long run.

Furthermore, the relationship between livelihood projects and entrepreneurial skills development extends beyond mere practical experience. These initiatives often incorporate training and capacity-building components to equip participants with the knowledge and expertise necessary to thrive in business.

By providing access to tailored training opportunities, livelihood projects contribute to cultivating a skilled workforce capable of driving economic growth and development. Moreover, the impact of livelihood projects on

entrepreneurial skills development transcends individual-level benefits and extends to broader socio-economic outcomes. By nurturing a culture of entrepreneurship within communities, these initiatives stimulate local economic activity, create employment opportunities, and foster innovation and creativity.

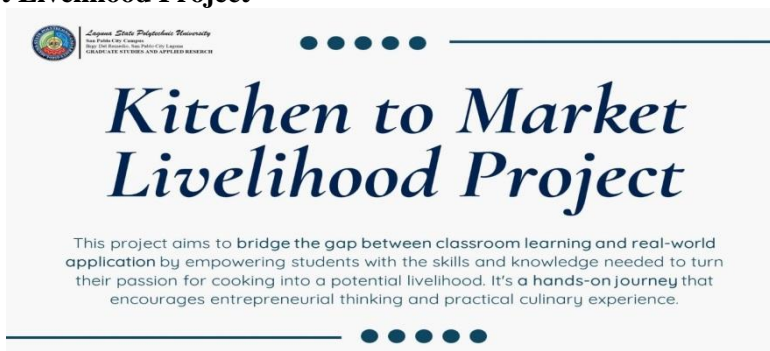
CONCLUSION AND RECOMMENDATION

Based on the findings of the study, it was concluded that a significant relationship exists between the integration of livelihood projects and the development of entrepreneurial skills. The livelihood project is effective in helping students with planning, budgeting, production, and marketing. It has allowed students to acquire significant knowledge and experiences that aid in developing and improving entrepreneurial skills, such as innovation, resilience, and effective communication, problem-solving, decision-making, and financial literacy.

Based on the results of the study, it is recommended that the Grade 11 students specializing in Cookery consider applying the skills acquired from the livelihood project. It is also recommended for the teachers to consider integrating livelihood projects into the classroom setting, as the study suggests their efficacy in developing entrepreneurial skills. Furthermore, it is recommended for the school administrators to organize symposiums to educate students about livelihood projects to enhance their entrepreneurial knowledge and skills. Moreover, given the effectiveness in skill development, it is recommended for the education authorities to explore incorporating livelihood projects into the curriculum of students studying business and entrepreneurship. Further study by researchers about the integration of livelihood projects to the curriculum is also recommended to explore topics related to education, business and entrepreneurship.

APPENDIX

A. Kitchen-to-Market Livelihood Project



Kitchen to Market Livelihood Project

This project aims to bridge the gap between classroom learning and real-world application by empowering students with the skills and knowledge needed to turn their passion for cooking into a potential livelihood. It's a hands-on journey that encourages entrepreneurial thinking and practical culinary experience.

Objectives



A. Skill Enhancement:

- The project provides practical, hands-on experience for students, allowing them to enhance their culinary skills in a real-world setting.
- Students learn various cooking techniques, menu planning, food presentation, and kitchen management, which are crucial for a successful career in the culinary industry.

B. Entrepreneurial Skills Development:

- The project empowers students to develop entrepreneurial skills by teaching them how to turn their culinary passion into a viable business.
- Students gain insights into planning, budgeting, pricing, marketing, and customer service, essential for managing their own ventures in the future.

Objectives

C. Market Exposure:

- Participating in the project exposes students to the dynamics of the market, helping them understand customer preferences, market trends, and the competitive landscape.
- Students learn to adapt their cooking styles to meet market demands and stay relevant in the ever-changing culinary industry.

D. Financial Literacy:

- Understanding the financial aspects of running a culinary business is a crucial component of the project.
- Students gain practical knowledge about managing expenses, calculating profits, and making financially sound decisions in a culinary enterprise.



Objectives



E. Teamwork and Leadership:

- Collaborative kitchen environments teach students the importance of effective teamwork and leadership skills.
- Working together on projects and assignments helps students develop communication, problem-solving, and time management skills, which are valuable in any professional setting.

F. Holistic Learning Experience:

- The Kitchen to Market Livelihood Project offers a holistic learning experience by combining theoretical knowledge with practical application, ensuring that students are well-prepared for the challenges of the culinary industry.
- By combining these benefits, the project aims to equip Grade 11 cookery students with a well-rounded skill set and the confidence to pursue successful careers in the culinary field, whether through employment or entrepreneurship.

Components



1. Menu Planning Workshop:

Conduct a workshop where students learn how to create well-balanced and appealing menus, considering factors like seasonality, nutritional value, and cost.



2. Budgeting and Costing Exercise:

Engage students in a practical exercise where they calculate the cost of ingredients, overheads, and profits for a selected menu item.



3. Cooking Competition:

Organize intra-class cooking competitions to encourage friendly competition, creativity, and innovation among students.

Components



4. Mock Pop-Up Restaurant:

Allow students to organize a mock pop-up restaurant within the school premises, providing them with firsthand experience in managing a food service operation.



5. Customer Feedback Analysis:

Have students collect and analyze feedback from customers to understand preferences, strengths, and areas for improvement in their culinary offerings.

Components



6. Final Culminating Event:

Host a culminating event where students can showcase and sell their culinary creations to the community, applying the skills and knowledge acquired throughout the program.



7. Recipe Booklet:

Have students showcase their expertise by creating a portfolio featuring a diverse range of recipes that they will be using for the livelihood project.

B. Survey Questionnaire

Part I- Profile of the Respondents

Direction: The researcher is currently conducting a research entitled “INTEGRATION OF LIVELIHOOD PROJECT IN THE COOKERY SPECIALIZATION AND ENTREPRENEURSHIP SKILLS DEVELOPMENT AMONG GRADE 11-TVL STUDENTS” Please answer the questionnaire honestly. Your response will be treated with utmost concern and confidentiality.

Name (optional): _____

Grade level: _____ Strand: _____ Specialization: _____

1. Age _____
2. Sex Male: _____ Female: _____
3. Religion: _____
4. Interest: _____
5. Specialization taken during Junior High School (Grade 10): _____

6. The employment status of your parent/guardian. (Please select one)

- Employed
 Self-employed
 Non-employed
 Others: _____ (Please specify)

7. Monthly income range of your household in Philippine Peso (PHP). (Please select one)

Less than 10,000 PHP

- 10,000 - 20,000 PHP
 20,001 - 30,000 PHP
 30,001 - 40,000 PHP
 40,001 - 50,000 PHP
 Others: _____ (Please specify)

8. Family Composition. (Please select one)

- Immediate
 Extended

PART II. Please carefully read each statement and use the following rating scale to indicate your level of agreement with each statement. Your responses will help us better understand your perspective.

Perception on integrating of livelihood project in terms of:

1. Planning

Rate each statement on a scale from 1 to 5, where:

- 5 Strongly Agree
- 4 Agree
- 3 Moderately agree
- 2 Disagree
- 1 Strongly Disagree

Indicators	5	4	3	2	1
1. The program helped me understand the importance of effective planning in achieving goals.					
2. I feel more confident in my ability to create detailed and organized plans after completing the program.					
3. The program enhanced my understanding of breaking down complex tasks into manageable steps within a plan.					
4. I believe I can now develop plans that consider potential obstacles and include contingency measures.					
5. The program effectively demonstrated how to allocate resources and time effectively within a plan.					
6. I can now better analyze the feasibility and practicality of plans due to the concepts covered in the program.					
7. The program encouraged me to consider long-term goals and strategic alignment in my planning efforts.					
8. I feel more equipped to monitor progress and make necessary adjustments in my plans post-program.					
9. The program provided practical tools and techniques that I can apply to improve my planning skills.					
10. Overall, I believe the program enhanced my planning skills and prepared me for effective execution of tasks and projects.					

2. Budgeting

Rate each statement on a scale from 1 to 5, where:

- 5 Strongly Agree
- 4 Agree
- 3 Moderately agree
- 2 Disagree
- 1 Strongly Disagree

Indicators	5	4	3	2	1
1. The livelihood program helped me understand the importance of creating a budget.					
2. After completing the program, I feel more confident in my ability to allocate funds to different expense categories.					
3. The livelihood program enhanced my understanding of tracking and managing expenses within a budget.					
4. I believe I can now make informed decisions about prioritizing my spending based on my financial goals.					
5. The livelihood program effectively demonstrated how to adapt a budget when unexpected expenses arise.					
6. Thanks to the concepts covered in the program, I can now better differentiate between essential and non-essential expenses.					
7. The livelihood program encouraged me to set long-term financial goals and consider them when budgeting.					
8. I feel more equipped to analyze my spending habits and make meaningful adjustments in my budget post-program.					
9. The program provided practical tools and strategies that I can apply to manage my finances better.					
10. I believe the livelihood program improved my budgeting and financial management skills.					

3. Production

Rate each statement on a scale from 1 to 5, where:

- 5 Strongly Agree
- 4 Agree
- 3 Moderately agree
- 2 Disagree
- 1 Strongly Disagree

Indicators	5	4	3	2	1
1. The livelihood program has enhanced my skills in product development.					
2. The program has enhanced my knowledge and techniques to improve the quality of my products.					
3. The program has broadened my understanding of the market trends and consumer preferences related to my products.					
4. The program effectively prepared me to navigate challenges specific to food product production in an entrepreneurial setting.					
5. The program has increased my knowledge about efficient production techniques.					
6. The program taught me specific techniques to optimize production costs without compromising quality.					
7. The program effectively bridged the gap between my theoretical knowledge and hands-on experience in food production.					
8. I feel confident in applying the skills acquired from the program to create marketable products.					
9. The program has effectively fostered my collaboration and knowledge-sharing among participants to enhance the variety and appeal of our products.					
10 Overall, after participating in the program, I feel well-prepared to handle the challenges and opportunities in production.					

4. Marketing

Rate each statement on a scale from 1 to 5, where:

- 5 Strongly Agree
- 4 Agree
- 3 Moderately agree
- 2 Disagree
- 1 Strongly Disagree

Indicators	5	4	3	2	1
1. The livelihood program helped me understand the key principles and concepts of marketing.					
2. After completing the program, I feel more confident in my ability to identify target audiences for products/services.					
3. The program enhanced my understanding of creating compelling marketing messages.					
4. I believe I can now develop marketing strategies that align with the needs and preferences of customers.					
5. The program effectively demonstrated how to utilize various marketing channels and platforms.					
6. Thanks to the concepts covered in the livelihood program, I can now better analyze market trends and consumer behavior.					
7. The program encouraged me to consider ethical and social responsibility in marketing strategies.					
8. I feel more equipped to measure the effectiveness of marketing campaigns and make data-driven decisions post-program.					
9. The program provided practical tools and techniques that I can apply to improve marketing outcomes.					
10. Overall, the program enhanced my marketing skills and prepared me for real-world marketing challenges.					

PART III. Competency manifested on Development of Entrepreneurial Skills

Rate each statement on a scale from 1 to 5, where:

- 5 Strongly Agree
- 4 Agree
- 3 Moderately agree
- 2 Disagree
- 1 Strongly Disagree

Indicators	5	4	3	2	1
Innovation					
1. The program enhanced my understanding of creative thinking techniques and strategies.					
2. Participating in the program has made me more confident in my ability to generate innovative ideas and solutions.					
3. The program encouraged me to step out of my comfort zone and explore unconventional approaches to problem-solving and creativity.					
4. The program taught me practical tools and methodologies for fostering innovation in my professional tasks.					
5. The program prepares me to overcome challenges and obstacles while implementing innovative solutions.					
Resilience	5	4	3	2	1
1. The program enhanced my understanding of the importance of resilience in navigating challenges.					
2. Participating in the program has equipped me to handle unexpected changes and setbacks.					
3. The program encouraged me to embrace a more flexible mindset and consider alternative strategies when faced with difficulties.					
4. The program increases my self-awareness regarding resilience. I can recognize and manage stress or challenges effectively.					
5. The program increases my ability to bounce back from failures					

or setbacks with renewed determination and learning.					
Effective Communication	5	4	3	2	1
1. The program enhanced my understanding of the key components of effective communication, such as active listening and clear expression.					
2. I feel more confident in my ability to convey ideas and information clearly and persuasively as a result of participating in the program.					
3. The program encouraged me to practice empathy and consider the perspectives of others in my communication interactions.					
4. The program enhances my ability to articulate ideas clearly and concisely.					
5. Participating in the program resulted in positive changes in my ability to tailor my communication style to different audiences or contexts.					
Problem-Solving	5	4	3	2	1
1. The program facilitated my understanding of breaking down complex problems into manageable steps for effective solutions.					
2. After completing the program, I feel more capable of collaborating with others to brainstorm and implement solutions.					
3. The program encouraged me to consider short-term and long-term consequences when evaluating potential solutions to problems.					
4. The program increased my awareness of different problem-solving techniques that can be applied to various situations.					
5. The program prompted me to view challenges as opportunities for growth and learning, fostering my problem-solving skills.					
Decision-Making	5	4	3	2	1
1. The program improves my ability to gather and analyze relevant information before deciding.					
2. I am more capable in weighing and balancing competing priorities when making decisions.					
3. The program influenced my perspective on risk in decision-making.					
4. I feel more confident because of positive changes in my ability to involve others in the decision-making process and foster a collaborative approach.					
5. The program develops adaptability in adjusting decisions when presented with new information or changes in circumstances.					
Financial Literacy	5	4	3	2	1
1. The livelihood program improved my understanding of basic financial concepts (e.g., budgeting, saving, investing, etc.)					
2. I feel more confident in making informed financial decisions after participating in the livelihood program.					
3. The program provides practical tools and resources that I can apply to my financial situation.					
4. The program increased my awareness of the importance of financial planning and investment/spending strategies.					
5. The program improves my understanding of different financial decisions' potential risks and benefits.					

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